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ABSTRACT

The results of an evaluation of a Title VII bilingual education program conducted in four Central Harlem (New York City) elementary and junior high schools are presented in this report. The program, which consisted of bilingual (Spanish and English) instruction in language and reading skills, mathematics, science, and social studies, is briefly described. Objectives in the areas of instruction, staff training, materials and curriculum development, and parent and community involvement are outlined, and evaluation findings are discussed separately for each area. Extensive pre and post test student achievement data are presented. Also focused on in the report are administrative procedures and the relationship obtained between project staff members and their administrative assignments. Recommendations are offered in the areas of future evaluation procedures, achievement measures, language usage, individual school decision making, inter-school cooperation, and the participation of a broader range of students. (GC)

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New York City Board of Education
Community School District #5
Final Evaluation Report
Bilingual Title VII Program
Regular School Year
1978-79

Prepared For:
Community School District #5
New York, N.Y.

July 30, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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COMMUNITY SCHOOL DISTRICT #5

BILINGUAL TITLE VII - PROGRAM

FINAL EVALUATION

PROJECT PERIOD: July 1, 1978 - June 30, 1979

BASIC AND TRAINING PROJECT NUMBER: 403CH80382
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FOREWARD

This document is intended as a final evaluation report submitted to the Community School District #5, Bilingual-Bicultural Title VII program pursuant to per-diem consultant assignment executed May 26th, 1979, between the Bilingual Title VII - program and Dr. Joseph J. Pizzillo, Jr., Director/Representative of the Multicultural/Multilingual Laboratory Center, Inc., and in conjunction with Ms. Gillian Havill, Coordinator of research and data analysis. The subject is the final report on the summative evaluation of the Community School District #5, Bilingual Title VII program. The material in this evaluation, in accord with said per-diem consultant activity, possess two basic dimensions. Firstly, the evaluators undertook the accumulation, analysis and interpretation of the pre-test on two test instruments used by the Bilingual project. The tests in question are the Prueba de Lectura - Inter-American Series, and Prueba de Habilidad General: Inter-American Series.

Secondly, the most important aspect of this report, the evaluators undertook an examination of the administrative procedures used by the Bilingual project staff. A primary focus was the relationship that obtained between project staff members and their administrative assignments, which

effects project personnel, students and parents. Further, the former procedures used by project staff to achieve the mandated goals and objectives were subject to close scrutiny.

The evaluators submit within this report several pertinent issues which present critical consequences related to the accuracy and comprehension of this evaluation report. In essence, the original team of evaluators were scheduled to perform their assigned tasks too late in the school year. Furthermore, one of the evaluators, responsible for the formative (survey and questionnaire items) no longer became available for the task. Due to administrative oversight, the recruitment of another evaluator became a hectic and tedious task. This delay caused overwhelming insecurities on the part of all concerned, especially the remaining evaluator who reconsidered the assignment, at the risk of blemishing her credibility. This activity prolonged the evaluative service to the Bilingual Title VII project. Therefore, with the aforementioned discrepencies, this report will not be, unfortunately, as comprehensive as originally planned. However, the evaluators have probed into all the available data and information obtained through the resources of the current central office Bilingual project staff.

The evaluators wish to express their appreciation to the former Project Director, the current Acting Project Director and the Bilingual Program Staff for their hospitality and professional cooperation in obtaining the necessary information to complete this report.

Suggestions concerning administrative practices to prevent such an oversight from reoccurring, will be discussed in the section entitled, "Recommendations."

INTRODUCTION

The project under evaluation in this report is the E.S.E.A. Title VII program of Community School District Five, an area in the Borough of Manhattan also known as Central Harlem.

This Title VII program, which seeks to support and help permanently established bilingual-bicultural education in Central Harlem, and, at the same time raise the academic proficiency of its student participants, has been introduced into a section of New York City where approximately eleven percent of the school-age children are of Hispanic parentage, and where, according to the 1977 results of Language Assessment Battery Tests, 26% of these children are experiencing severe difficulties with the English language.

Three schools were chosen as sites for the 1978-79 phase of the program. P.S. 36 school made it four in total Title VII target schools. These were schools with the largest concentration of Hispanic students. Of the total number of students enrolled in these schools, fifty-eight% were of Hispanic background.

Outside evaluators were contracted on a per-diem consultant basis to assess District Five' Title VII program in terms of its implementation and fulfillment of stated objectives. The evaluation team began work in early-to-mid June, 1979, immediately after receiving approval from the District's Superintendents Office and the New York City Board of Education. Although at a late start in the year, it will be necessary however, to recognize and commend those practices within the project that obtained the desired results. Our recommendations are intended to provide positive and constructive commentary, but will not gloss over discrepancies or problems. It is in this spirit, then, that the evaluators submit this report.

PROGRAM DESCRIPTION

AN OVERVIEW:

The Community School District #5 Bilingual Title VII program is in its second year of operation. The program is modeled on a modified traditional education philosophy which emphasizes small group activity in a multitude of subject areas. Instruction is offered in Spanish and English, depending on the students' ability and linguistic proficiency in each language. Many learning activities take place, that enhance bilingual growth and development in participating children.

During the 1978-79 program period, a total of 490 students in District #5 were serviced under Title VII funding. The program sites were: P.S. 30 and 31; P.S. 161; J.H.S. 43; and P.S. 36, which was included at the loss of the private Catholic School: Annunciation.

In all schools, the selection of students for the program was based upon the students' performance on the New York Language Assessment Battery. Students with scores falling at, or below, the twentieth percentile were considered eligible for the program. It was assumed that these students were not only Spanish-dominant, but were having such difficulty with the English language that their overall academic growth was being seriously hampered. Placement of eligible students in the program required the written consent of their parents.

The curriculum offered to pupils is varied. In general, depending on the specific grade, the elementary instruction is conducted in Spanish. Other academic areas of instruction include Mathematics, Science, and Social Studies. These important academic areas are taught in Spanish, however, students are also expected to learn basic English vocabulary in these areas. English as a Second Language training is offered to students outside their classroom on a more individualized informal setting Participants in the Title VII program interact with non-Spanish dominant children in subject areas such as art, music and physical education. This provides the important contact by which children may share their cultural experience.

In the second grade, for instance, reading in English becomes a focus of the instructional program. The pupils also receive instruction in reading in Spanish and other Spanish language arts skills.

Much of the instruction is on an individualized basis. English instruction concentrates on the four language skills; listening, (understanding), speaking reading and writing Instruction in mathematics science, and social studies is divided between Spanish and English.

In the upper elementary grades, pupils steadily increase their schoolwork in English, but reading and writing are emphasized in both languages. The curriculum includes history and culture of the United States as well as of many Hispanic countries.

This above description represents a brief introduction to a complex program. For additional information, a thorough reading of the funding document is advised.

THE PROGRAM OBJECTIVES

The proposed objectives and activities may best be summarized in terms of the four basic components of the program: Instructional, Staff Training, Materials and Curriculum, Parent and Community Involvement.

In the Instructional component, the primary objective was to help the students strengthen their native language skills while achieving mastery in English. As well as giving the student instruction in reading and writing in his native language, other subject areas, such as mathematics and social studies, would also be presented in the native language to prevent any lag in overall academic achievement. Instruction in English would gradually be increased in proportion to the progress made in the native language, until the point was reached whereby the student would be equally competent in both languages. At the end of the projected three-year program period, the aim was not only to have developed a body of students fluent and capable in both Spanish and English, but as a corollary to the first aim, to have helped those students develop a more positive self-image, more pride in their cultural heritage, and more understanding and appreciation of the cultures of other ethnic groups.

The long range objective for the Staff Training component was to develop a core of bilingual teachers, paraprofessionals, and supervisory personnel who would be sufficiently skilled in bilingual education so as to provide the foundation for a self-supporting District Five bilingual program. To this end, Title VII funds were made available to teachers, paraprofessionals, and other project personnel, for orientation workshops, in-service training, and college coursework pertaining to bilingual education.

Proposed activities in the Materials and Curriculum component focused on identifying, purchasing and developing appropriate bilingual-bicultural instructional materials, and on developing a bilingual education curriculum for the elementary and junior high school levels. Emphasis would be given to materials and curricula which were relevant to the ethnic backgrounds and interests of District Five's population. Ultimately, a resource and reference center for instructional and curriculum materials would be set up and made available to all members of the teaching and parent communities. This aspect of the component would be part of a three-year plan of program objectives.

An integral part of the District Five Title VII program concerned plans to actively involve the parents and community in bilingual education. A primary objective was to increase their knowledge and awareness of the programs' goals and to promote support for bilingual education among all ethnic groups in the community. Activities, such as parent

workshops, ESL classes for parents, publication of newsletters, and the establishment of a strong liaison between the Parent Advisory Committee and project personnel, were among those geared to the fulfillment of this objective.

PARTICIPANTS AND SITES

While the bilingual classroom teachers were provided under District Five's Tax Levy budget, Title VII funds provided for: supervisory and additional instructional personnel, staff training, educational materials and curriculum development, and the development of parent and community involvement in bilingual education.

At the administrative and supervisory level, Title VII staffing included: a Bilingual Coordinator, two Resource Specialists, and a Teacher Trainer. Monies were also made available for the per diem hiring of one Educational and two Evaluation consultants.

At the classroom instructional level, Title VII funds were allocated for eight bilingual Paraprofessionals who were to assist the bilingual teacher, mainly in the area of small-group instruction.

One other position, that of Bilingual Secretary, was filled in April 1978 and currently functioning. The Bilingual Program Title VII staff includes:

--Victoria Manero, Interim Acting Bilingual Coordinator
--Francisco Rubinos, Bilingual Resource Specialist
--Lelia Rivera, Bilingual Resource Specialist
--Carmen Irizarry, Bilingual Typist
--Ruben Gonzalez, Teacher-Trainer
--Nancy Ayala Vasquez, Educational Consultant
--Dr. Joseph J. Pizzillo, Evaluator
--Ms. Gillian Havill, Evaluator

The Bilingual Program Title VII paraprofessional staff:

SCHOOL	NAME
P.S. 30/31	A. Matos E. Tirado
P.S. 161	C.L. Gonzalez L. Fernandez C. Santana
J.H.S. 43	D. Mercado C. Monsanto
P.S. 36	D. Torres

EVALUATION ACTIVITY

The evaluation activities for the Bilingual Title VII program 1978-79 were few in number in comparison with the first evaluation of 1977-78. The evaluation findings were based on observation, interviews, and general impressions from discussions and conferences with the Title VII central office staff.

Considerable difficulties were faced in assembling sufficient materials to write an evaluation report which followed the guidelines set down in the program proposal. The major difficulty was the limited amount of time available to gather the necessary data, and the administrative oversight in the recruitment of one of the two evaluators. Nevertheless, in spite of the circumstances, and the pressures created by such strict time limitations, all office personnel involved in the program were extremely cooperative and effective in complying with the evaluators' requests.

The evaluators have chosen to report their findings within the framework of the four basic components of the program: Instructional, Staff Training and Development, Materials and Curriculum, and Parent and Community Involvement.

FINDINGS

I. INSTRUCTIONAL COMPONENT

Findings related to the Instructional Component of the program are presented in two parts. The first section, entitled Instructional Product includes the statistical analysis and interpretation of achievement test results. The second section, Instructional Activities, is a report on findings concerning the instructional program as it was actually being implemented in the classroom. These latter findings are based on information obtained from the Bilingual Title VII project personnel.

Table 1

Spanish Reading Achievement**
Grade Summary

Pre/Posttest Mean Raw Scores
with Standard Deviations and t and p Values
for Mean Differences

Grade	N	Max. Score	Pretest	Posttest	Mean Difference	St. Dev.	t	p
1	40	80	21.92	45.67	23.75	23.93	6.20	.01
2	30	110	27.53	54.56	27.03	23.57	6.17	.01
3	33	110	38.48	56.75	18.27	12.80	8.08	.01
4	27	125	22.88	37.28	14.40	13.19	5.55	.01
5	38	125	29.92	52.78	22.86	13.56	10.25	.01
6	11	125	31.45	47.73	16.28	12.52	4.11	.01
7	27	125	32.18	32.29	.11	8.86	.06	> .05
8	17	125	36.76	34.76	-2.00	2.00	4.00	.01
9	19	125	40.78	42.84	2.06	8.83	.99	> .05
UnGr.	23	125	21.48	26.87	5.39	8.87	2.85	.01

**Prueba de Lectura: Inter-American Series

(i) Instructional Product

Spanish Reading

The mean raw scores achieved at each grade level on the Prueba de Lectura: Inter-American Series are shown in Table I. In grades one through six statistically significant gains were made during the seven-month pre-posttest interval; for these grades all t-values were significant at the .01 probability level. In the Junior High School grades, however, only the ungraded class made statistically significant gains. Although the mean raw scores for grades seven and nine were higher on the posttest than on the pretest, the t-values indicated that the probability was greater than .05 that such increases were due to chance factors rather than the result of any systematic change during the pre-post interval. For the eighth grade there was a statistically significant difference between pre- and posttest mean raw scores; however, the change was in a negative direction in that the pretest score was higher than the posttest score. Similar findings, namely, significant gains for the elementary grades but little evidence of significant improvement at the Junior High School level, were reported in the 1977-78 evaluation.

Table 2

Spanish Reading Achievement**
Grade Summary
Average Percentage of Correct Responses
Compared with Percentage Required for
On-Grade Level Performance

Grade	Percentage Correct Responses		
	Pretest	Posttest	Required
1	27	57	36
2	25	50	32
3	35	51	50
4	18	30	16
5	23	42	22
6	25	38	36
7	25	26	28
8	29	28	33
9	32	34	48

**Prueba de Lectura: Inter-American Series

While the Prueba de Lectura: Inter-American Series is a norm-referenced test, available norms are based on the performance of school populations in Puerto Rico or on the performance of Hispanic students in the Southwestern United States. Hence, the validity of these norms is questionable when applied to the performance of Hispanic students living in urban areas of the Northeastern United States. Nevertheless, in order to put the mean raw scores presented in Table1 into some kind of norm-referenced perspective, the norms compiled using students from urban schools in Puerto Rico have been employed. The findings using these norms, which are presented in Tables 2 and 3 are, therefore, approximations only, and should be interpreted accordingly.

In Table 2 the right-hand column shows the percentage of correct items that must be obtained on the reading test to place a student at the 50th percentile rank, or, in other words, at grade level. For example, a first grader would need to answer thirty-six percent of the items correctly to be at grade level. Table 2 shows that on average the percentage of correct responses on the posttest for every elementary grade exceeded the level required to be at grade level. However, none of the Junior High School grades were able to meet this requirement

Table 3

Spanish Reading Achievement**

Grade Summary

Number and Percentage of Students per Grade Scoring Above Grade Level

Grade	N	Above Grade Level			
		Pretest		Posttest	
		No.	%	No.	%
1	40	12	30	32	80
2	30	6	20	21	70
3	33	4	12	18	54
4	27	15	55	25	92
5	38	20	52	35	92
6	11	1	9	3	27
7	27	7	25	12	44
8	17	4	23	5	29
9	19	8	42	5	26

** Prueba de Lectura: Inter-American Series

Tables 1 and 2 present data showing the average performance at each grade level. Data for Table 3, however, was derived from examining individual performances. Table 3 shows how many students in each grade were able to achieve reading scores which, compared to the norms gathered from their counterparts in Puerto Rico, could be considered above grade level, that is, above the 50th percentile rank. With the exception of the ninth grade which appeared to lose ground during the program period, every grade made impressive gains in terms of the number of students achieving above-grade level performances. For example, pre-post test changes in the percentage of students reading above grade level showed increases from thirty to eighty percent in the case of one grade. At the other end of the scale, the number of students reading above grade level in grade eight increased from twenty-three to twenty-nine percent. Again, it was the elementary grades which showed the highest level of achievement. In the grades one through five, more than half of the students were reading above grade level when post-tested. An impressive ninety-two percent of the students in grades four and five performed above grade level.

Table 4

Spanish Reading Achievement**

School Summary

Pre/Posttest Mean Raw Scores
with Standard Deviations and t and p Values
for Mean Differences

Grade	School	N	Max. Score	Pretest	Posttest	Mean Difference	St. Dev.	t	p
1	161	27	80	4.78	39.40	34.62	16.79	10.52	.01
	30/31	13		57.50	58.69	1.19	20.50	.20	> .05
2	161	20	110	23.05	36.80	13.75	9.33	6.42	.01
	30/31	10		36.50	90.01	53.60	20.84	7.72	.01
3	161	23	110	39.73	60.16	20.43	13.07	7.34	.01
	30/31	10		35.60	48.90	13.30	10.73	3.72	.01
4	161	20	125	27.05	41.70	14.65	14.86	4.29	.01
	30/31	7		11.00	24.70	13.70	6.23	5.37	.01
5	161	26	125	33.20	54.77	21.57	9.79	11.06	.01
	30/31	12		22.83	48.50	25.67	19.03	4.47	.01
6	161	11	125	31.45	47.73	16.28	12.52	4.11	.01
7	JH43	27	125	32.18	32.29	.11	8.86	.06	> .05
8	JH43	17	125	36.76	34.76	-2.00	2.00	4.00	.01
9	JH43	19	125	40.78	42.84	2.06	8.83	.99	> .05
UnGr.	JH43	23	125	21.48	26.87	5.39	8.87	2.85	.01

** Prueba de Lectura: Inter-American Series

The findings shown in the following Tables 4, 5, and 6 were derived using the same methods and format employed for Tables 1-3. Tables 4-6, however, enable between-school comparisons of the same grade. Only grades one through five were represented in two schools.

Table 4 shows that, with the exception of the first grade in PS 30/31, every grade in both schools achieved pre-posttest mean raw score differences which were significant at the .01 probability level. Of interest, though, are the wide pre- and posttest variations between classes of the same grade. For example, in PS 161 the first grade mean pretest raw score was 4.78, whereas in PS 30/31 the first grade pre-test score was 57.50. In the second grade the pretest mean raw scores were reasonably close yet the discrepancy between posttest scores was extremely large: 36.80 for PS 161 and 90.01 for PS 30/31.

Table 5

Spanish Reading Achievement**
School Summary

Average Percentage of Correct Responses
Compared with Percentage Required for
On-Grade Level Performance

Gr.	School	Percentage of Correct Responses		
		Pretest	Posttest	Required
1	161	5	49	36
	30/31	71	73	
2	161	20	33	32
	30/31	33	81	
3	161	36	54	50
	30/31	32	44	
4	161	21	33	16
	30/31	1	20	
5	161	26	43	22
	30/31	18	38	
6	161	25	38	36
7	JH43	25	26	28
8	JH43	29	28	33
9	JH43	32	34	48

** Prueba de Lectura: Inter-American Series

Table 5 shows that in both schools each grade from one to five, on average, exceeded the required percentage of items correct on the post-test to be at grade level. Also some striking pre-post test gains were made. The first graders in P.S. 161 averaged only five percent correct responses on the pre-test, but on the post-test this average had risen to forty-nine percent. The other grades in P.S. 161 all increased their percentage of correct responses by twelve percent or more. Similar gains were made in all grades, except the first at P.S. 30/31. The second grade at P.S. 30/31 averaged thirty-three percent correct responses on the pre-test; on the post-test the average was eighty-one percent.

Table 6

Spanish Reading Achievement**
School Summary

Number and Percentage of
Students per Grade Scoring
Above Grade Level

Grade	School	N	Above Grade Level			
			Pretest		Posttest	
			No.	%	No.	%
1	161	27	0	0	19	70
	30/31	13	12	92	13	100
2	161	20	1	5	12	60
	30/31	10	5	50	9	90
3	161	23	4	17	14	60
	30/31	10	0	0	4	40
4	161	20	15	75	20	100
	30/31	7	0	0	5	71
5	161	26	17	65	24	92
	30/31	12	3	25	11	91
6	161	11	1	9	3	27
7	JH43	27	7	25	12	44
8	JH43	17	4	23	5	29
9	JH43	19	8	42	5	26

** Prueba de Lectura: Inter-American Series

Table 6 illustrates how each school fared in terms of the number of students achieving above grade level scores. Apart from the third grade in P.S. 30/31, every grade in every school with two classes of the same grade had sixty or more percent of its students reading above grade level on the posttest. Grade one at P.S. 30/31 and grade four at P.S. 161 had 100 percent of the students reading above grade level. Both fifth grades and the second grade at P.S. 30/31 had ninety or more percent of the students achieving above grade level posttest scores.

In summary, growth in Spanish Reading achievement has been impressive during the 1978-79 program period. At the beginning of the year, twenty-eight percent of the program participants were reading above grade level in Spanish. When posttested seven months later, sixty-four percent of the students were reading above grade level. In the elementary grades, seventy-two percent achieved above grade level scores on the posttest. In the Junior High School grades, thirty-three percent of the students were reading above grade level by the end of the program period.

Table 7

Mathematics Achievement

Grade Summary

Pre/Posttest Mean Raw Scores
with Standard Deviations and t and p Values
for Mean Differences

Grade	N	Max. Score	Pretest	Posttest	Mean Difference	St. Dev.	t	p
1	35	15	8.37	10.62	2 25	3.36	3.94	.01
2	32	30	10 12	16.02	5.90	6.53	5.04	01
3	32	30	10.28	15 12	4.48	4.97	5.43	.01
4	27	26	8.48	17.50	9 02	5.38	8.59	01
5	35	26	10.97	15.77	4.80	4.77	5.92	.01
6	10	26	16 80	18.20	1.40	3.26	1.29	> 05
7	27	26	6.95	8.55	1.96	3.65	2.76	.05
8	17	26	7.88	8.58	70	2.60	1.07	> .05
9	20	26	6.25	7.30	1.05	2.65	1.75	> .05
UnGr	24	26	4.04	6.25	2.21	2.39	4.50	.01

** Numero o Computacion: Inter- American Series

Achievement in mathematics was measured in terms of performance in the Number and Computation subtests of the Prueba de Habilidad General: Inter-American Series

As shown in Table 7, grades one through five, grade seven, and the ungraded Junior High School class all made statistically significant gains during the seven-month pre-posttest interval. Mean raw score differences for all these grades, except grade seven, were significant at the .01 probability level. For grade seven, the t-value of 2.76 did, however, meet the required .05 level of probability.

Table 8

Mathematics Achievement**

Grade Summary

Average Percentage of Correct Responses
Comparing Pre-Posttest Performance

Grade	Percentage Correct Responses	
	Pretest	Posttest
1	55	70
2	33	53
3	34	50
4	32	69
5	42	60
6	64	70
7	25	32
8	30	33
9	24	28
UnGr.	15	24

** Numero o Computacion: Inter-American Series

Table 8 gives the percentage of correct answers achieved on the pretest compared with the percentage correct achieved on the posttest. Every grade increased its average percentage of correct responses. The largest gains are evident in the elementary grades.

Norms are not available to determine the percentage required for an on grade level performance on the number and computation subtests. However, it is probably safe to assume that achieving fifty percent correct responses would represent at least an on grade level performance. If this is the case, then the average performance of the students in grades one through six exceeded the required percentage of items correct to be on grade level.

Table 9

Mathematics Achievement**

School Summary

Pre/Posttest Mean Raw Scores
with Standard Deviations and t and p Values
for Mean Differences

Grade	School	N	Max. Score	Pretest	Posttest	Mean Difference	St. Dev.	t	p
1	161	24	15	8.41	9.57	1.16	2.91	> 1.93	.05
	30/31	11		8.27	12.90	4 63	3.03	4.87	.01
2	161	22	30	8.54	12.08	3.54	4.64	3.50	.01
	30/31	10		13.60	24.80	11.20	6.96	4.82	.01
3	161	22	30	10.00	15.27	5.27	4.77	5.11	.01
	30/31	10		10.90	14.80	3.90	5.28	2.21	.01
4	161	19	26	9.36	19.20	9.84	6.19	6.78	.01
	30/31	8		6.37	13.50	7.13	.98	19.20	.01
5	161	23	26	9.82	14.56	4.74	4.71	4.74	.01
	30/31	12		13.16	18.08	4.92	4.88	3.35	.01
6	161	10	26	16.80	18.20	1.40	3.26	> 1.29	.05
7	JH43	27	26	6.59	8.55	1.96	3.65	2.76	.05
8	JH43	17	26	7.88	8.58	.70	2.60	> 1.07	.05
9	JH43	20	26	6.25	7.30	1.05	2.65	> 1.75	.05
UnGr.	JH43	24	26	4.04	6.25	2.21	2.39	4.50	.01

** Numero o Computacion: Inter-American Series

Looking at the variation in performance between schools, Table 9 shows that only grades one and two in PS 161 failed to keep pace with the pre-posttest gains made by their counterparts in PS 30/31. On the pretest the first graders in both schools achieved relatively close mean raw scores, 8.41 for PS 161 and 8.27 for PS 30/31. When posttested after seven months, however, PS 161 showed only a 1.16 mean difference in raw score, whereas PS 30/31 gained by 4.63. Not only were the first graders gains at PS 161 smaller than their counterparts in 30/31 but the gains made were not statistically significant. A similar discrepancy in the magnitude of gain is also seen in the second grade, with 3.54 for PS 161 and 11.20 for PS 30/31. Furthermore, posttest mean raw scores for P.S. 30/31 were more than twice those achieved by P.S. 161. Gains made in both schools were, however, statistically significant.

Table 10

Mathematics Achievement**

School Summary

Average Percentage of Correct Responses
Comparing Pre-Posttest Performance

Grade	School	Percent age Correct Responses	
		Pretest	Posttest
1	161	56	63
	30/31	55	86
2	161	28	40
	30/31	45	82
3	161	33	50
	30/31	36	49
4	161	36	73
	30/31	24	51
5	161	37	56
	30/31	50	69
6	161	64	70
7	JH43	25	32
8	JH43	30	33
9	JH43	24	28
UnGr.	JH43	15	24

** Numero o Comutacion: Inter-American Series

Assuming again that fifty percent correct responses represents an on grade performance, Table 10 shows that with the exception of grade two in P.S. 161, all grades from one to five in both schools reached this level, or as in the case of the third grade at P.S. 30/31, were extremely close to it. Growth rates for the third and fifth grades were consistent when schools are compared. Considerable variation in growth rates are evident in the other grades; for example. the first grade classes pretested at more or less the same level, yet on the posttest P.S. 161 gained only seven percent items correct, whereas P.S. 30/31 first graders increased the average number of items correct by thirty-one percent.

In summary, Mathmatics achievement during the 1978-79 program period has fulfilled growth objectives for grades one through six. In ninety percent of these grades, more than half of the students were at or above grade level by the time of posttesting compared with thirty-six percent at the tine of pretesting. Although absolute gains were made by the Junior High School grades, as yet, the mean posttest scores for these grades are not the equivalent of a grade level performance.

II. INSTRUCTIONAL ACTIVITIES

During the classroom visits, specifically made by the teacher trainer and conducted in P.S. 161, which is the school with the largest number of participants in the bilingual program, the evaluators were made aware that all the teachers clearly showed good ability in maintaining a disciplined, structured, classroom atmosphere. Furthermore, the students appeared to be truly involved and interested in learning. While student participation was good in every class observed, the Teacher-Trainer particularly was impressed with the excellent quality of student participation and teacher/student interaction shown in the classrooms of the third and sixth grades at P.S. 161. This information was conveyed to the evaluators for inclusion in the final report. Consequently, there were some interesting and excellent displays in the first and second grade classrooms, as well as throughout the rest of the bilingual grades at P.S. 161.

As a result of further information obtained from the central office bilingual staff, it was learned that a number of teachers, for example, felt that they needed to receive further training in grouping the children for instruction, and also to receive additional training in the effective, utilization of individualized instructional materials. A majority of the program-site personnel voiced a need for additional materials, particularly in the area of individualized instruction in Spanish and English language arts.

An important aspect of the Title VII program was the provision made for the assignment of a paraprofessional in each classroom. Through discussion with central office staff, the evaluators learned that the paraprofessionals were being effectively directed, and appropriately assigned, to assist in small group instruction. All teachers agreed that the paraprofessionals performed a significant role in the successful implementation of classroom activities.

At J.H.S. 43, according to the Bilingual Resource Specialist, the role of the paraprofessional was considered an essential component within the program: the two paraprofessionals in this school were of great value, not only as teaching assistants, but in their ability to establish a very close rapport with the students. To some students, the paraprofessionals filled an important mother-figure role, someone to whom they could reach out and communicate with, in confidence.

From the teacher's viewpoint, this helped bridge the gaps in student/teacher relationships, decreased the student's feelings of alienation from school, and helped foster more positive attitudes toward self, and learning.

STAFF TRAINING AND DEVELOPMENT

Crucial to the success of any educational program, is the professional expertise of the personnel responsible for its implementation. With this in mind, Title VII funds were provided for in-service training and college coursework. The further academic advancement of the Bilingual central office staff and program paraprofessionals has continued since the creation of the Title VII program. With the exception of the paraprofessionals, all personnel are fully qualified educators. Nevertheless, monies were made available for the taining of all staff members, not just paraprofesionals; the reason for this being that professional development by definition, has to be an on-going process, and, since bilingualism in the schools is a relatively recent innovation, new pedagogic techniques, new materials, and changes in curricula design, are being introduced at a rate more rapid, perhaps, than in any other teaching field.

All course work and professional staff trainging was held at the City University (CUNY) City College of New York, Convent Avenue and West 138th Street, New York, NY. The course work ranged from classroom management techniques to comprehensive administrative strategic planning. According to the central bilingual staff, the college courses were interesting and applicable to daily classroom experiences for bilingual students.

The following information consolidates the staff-training and development component:

COURSE TITLE	COURSE NO.	PERSONNEL ATTENDED
Problem Workshop - Curriculum in Bilingual Education	EDEL-75743	Teachers: 14 Para: 3 Admin:
Teaching E.S.L.	EDEL-71754	Teachers: 1 Para: Admin:
Improving Reading Comprehension	EDEL-75782	Teachers: 3 Para: Admin:
Children in the Carribean and the Culture	EDEL-71755	Teachers: 2 Para: Admin:
Foundations in Bilingual Education	EDEL-71708	Teachers: 1 Para: Admin:
Guidance for Bilingual Administrators	EDEL-767401	Teachers: 5 Para: Admin:
Teaching Reading in English	EDEL-71752	Teachers: 5 Para: 1 Admin:
Problem Workshop Spanish Literature for Children	EDEL-75744	Teachers: 2 Para: Admin:

COURSE TITLE	COURSE NO.	PERSONNEL ATTENDED	
Spanish Curriculum Workshop	EDEL-757431	Teachers: Para: Admin:	5
Psychology and Education of Exceptional Child	EDEL-76750	Teachers: Para: Admin:	2
Communication Skills in Bilingual Education	EDEL-159	Teachers: Para: Admin:	1
Economic of Education	E-65.2009	Teachers: Para: Admin:	1
Decision Making	65.2343	Teachers: Para: Admin:	1
Organizational Theory I	65.2053	Teachers: Para: Admin:	1
Basic Statistics	E-16.1085	Teachers: Para: Admin:	2
Advanced Project in T.E.S.O.L.	E-11.2211	Teachers: Para: Admin:	1
Diagnosis and Treatment of Reading Disabilities	71715	Teachers: Para: Admin:	1 1
Linguistic Foundation of Bilingual Education	TI-5059	Teachers: Para: Admin:	1

COURSE TITLE	COURSE NO.	PERSONNEL ATTENDED
Curriculum and Research Issues in Bilingual Education	TI-5060	Teachers: Para: Admin: 1
Social and Cultural Dimensions of Bilingual Education	TI-5060	Teachers: Para: Admin: 1

It was suggested, according to interviews with the Bilingual office staff, that areas such as: more workshops on teaching skills in reading and mathematics; teaching children with learning problems; social studies; music; and also a request that some workshops be geared to the upper elementary and junior high age group.

The Bilingual Coordinator made regular visits to the schools, and also, during the latter part of the school year, assistance was given by a teacher-trainer, and an educational consultant from City College. The teacher-trainer focused on assessing the needs of individual teachers, in terms of materials, staff training and technical assistance through June 1979. The teacher-trainer also met with school administrators, taking notes for future planning, as well as establishing sound strategic practices towards program implementation.

MATERIALS

The Title VII program underwent a series of difficult early stages when attempting to provide educational materials for the teacher and paraprofessionals. The difficulty had much to do with selecting the most appropriate materials to compliment the instructional component, and further the goal of the project: academic growth for all limited non-English speaking students. In order to overcome the problem of material supplies, an entire effort on the part of the Bilingual Coordinator and staff had to be launched.

Materials were received in the middle of the year and distributed to the target schools. The Title VII project, for the purpose of teacher-training and professional growth, concentrated their efforts on building a Bilingual Central office Resource Center. The Resource Center was created to motivate teachers in developing newer, more innovative approaches for basic skills acquisition. The Resource Center developed an exhibit unit, in addition to a borrowing system for all requesting to use the materials.

The Resource Room included:

Books in Carribean Culture and History (Dominican Republic, Puerto Rico, Cuba)

Teachers Books in Individualization of instruction

Cultural Artifacts

Maps and old Spanish Scriptures

Audio Visual Material:
--slides
--tapes
--film strip

Each classroom teacher made an assessment of materials needed according to the needs and characteristics of the students. Lists were submitted to Resource Specialist, who reviewed and purchased continuously.

There is another aspect of the materials and curriculum component that requires increased attention next year, that was reflected in last year's evaluation. In examining the texts and instructional materials that had been used in the bilingual classrooms this year, the evaluators noted that in the basic skills areas, such as, Spanish and English, reading and language arts, and mathematics, the materials in use in the various schools reflected a variety of teaching systems and approaches. While agreeing that flexibility and individualized instruction are essential in such heterogeneous classes, the evaluators felt that some kind of common core approach to the teaching of these skills areas should be implemented throughout the program, and that

future purchasing of basic skill materials should reflect this. In fairness, the new bilingual coordinator should be aware that this is an area that needs attention. In addition, work has begun on restructuring parts of the curriculum.

PARENTAL/COMMUNITY INVOLVEMENT

There has been a significant effort, on the part of the bilingual central office-Title VII personnel, to involve parents in the educational process of the project. The evaluators, according to discussion with the Bilingual personnel, had confirmed that project personnel, and other program-related personnel, had initiated a variety of activities aimed at achieving this objective. Through these activities, parents were encouraged to become active in the program, either through their child's teacher, through school activities, or as members of committees.

The following list indicates the parent meetings, workshop topics, and individual schools where the sessions took place:

PARENTS MEETINGS AND WORKSHOPS

January, 1979

January 8, 1979	Bilingual Advisory Committee Meeting
January 9, 1979	P.S. 161-Parents Meeting and Workshop Topic: Physical and Emotional Development.
January 17, 1979	P.S. 30/31-Parents Meeting and Workshop Topic: Child's Sensory-Motor Development (Music Concentration)
January 25, 1979	J.H.S. 43-Parents Meeting and Workshop Topic: Language Enrichment at Home- Refining Language Skills

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February 1979

February 6, 1979	Bilingual Advisory Committee Meeting
February 6, 1979	P.S. 161-Parents Meeting and Workshop Topic: Intellectual Development of Your Child
February 14, 1979	P.S. 30/31-Parents Meeting and Workshop. Topic: Creative Thinking
February 22, 1979	J.H.S. 43-Parents Meeting and Workshop Topic: Culture and Self-Image

March 1979

March 5, 1979	Bilingual Advisory Committee Meeting
March 6, 1979	P.S. 161-Parents Meeting and Workshop Topic: Learning Through Classification
March 14, 1979	P.S. 30/31-Parents Meeting and Workshop Topic: The Teaching of First Language - Maintaining our Native Language
March 22, 1979	J.H.S. 43-Parents Meeting and Workshop Topic: Critical Thinking.

April 1979

April 2, 1979	Bilingual Advisory Committee Meeting
April 3, 1979	P.S. 161-Parents Meeting and Workshop Topic: Maintaining Our Native Language The Teaching of First Language
April 11, 1979	P.S. 30/31-Parents Meeting and Workshop Topic: Physical and Emotional Development

April 1979 (cont.)

April 26, 1979 — J.H.S. 43-Parents Meeting and Workshop
Topic: The Teaching and Learning of Math-The Metric System

The following is a list of occasions that the Bilingual Advisory Committee met in the Bilingual Title VII project year 1978-79:

September 21, 1978
December 1, 1978
December 18, 1978
January 8, 1979
February 5, 1979
March 5, 1979
April 2, 1979
April 18, 1979
April 19, 1979
April 20, 1979
April 23, 1979
May 14, 1979
June 21, 1979

RECOMMENDATIONS

1. The evaluation team should be contracted at the beginning of the school year and should be scheduled to monitor the program periodically as the year procedes.

2. Instruments for measuring academic achievement and other stated objectives, should be identified and purchased, and, where necessary, constructed by program personnel, before October. Decision-making in this regard should involve the evaluation team, Title VII supervisory staff, and the on-site administrators.

3. All pre-tests, and other baseline data-gathering instruments should be administered before the end of the second week in October. By the end of the month, data should have been forwarded to the evaluators.

4. The use of the target language needs to be standardized throughout the program. A model, with its respective linguistic, methodological approach, should be selected and implemented throughout the entire program. It would be advisable to choose the model in coordination with administrators at the school level and the district bilingual office; the model chosen should comply with the guidelines in the E.S.E.A. Title VII proposal.

5. Individual schools should be encouraged, and welcomed, by the District to: a) participate in the budgeting, selection, and purchasing of material at the beginning of the school year. Also to participate in the selection of personnel; b) be participants in discussions at the district office concerning each of the funded proposals, with particular attention being given to the mandated uses of basic, complementary and/or supplementary funds allocated for bilingual education.

6. The lines of authority, communication, and cooperation between the participating schools and the district bilingual office need to be clearly stated, and further strengthened.

7. The participating schools should have more input in the evaluation process and in the selection of training activities. These should be according to their individual needs, as long as they fall under authorized guidelines and budget availability.

8. Hispanic students who are above average in achievement in English and/or Spanish language skills should be encouraged to participate in the program. Monolingual English-speaking children should also be encouraged to participate in bilingual education, as long as the percentage of such students falls within E.S.E.A. Title VII guidelines, and does not exceed twenty-five percent.

9. It is recommended that District Five's Title VII E.S.E.A. program should be re-cycled for the 1979-80 school year, with the understanding that attention will be given to the above recommendations.